

Assessing Teaching Effectiveness: Now What?

Andrea Whittaker
Stanford University
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3 Big Ideas

- Why rethink assessment of beginning teachers? Why now?
- What do we need to consider?
- What can it look like?

Why Bother?

- Time to change the conversation about the meaning of “good” teaching and how we assess it.



Why Bother?

- National Rhetoric about...
- “Bad” student achievement

Higher Standards and Bad Measures?



Why Bother?

- National Rhetoric about...
- “Bad” student achievement
- “Bad” teachers?

VAM Flaws

- “value- added measures of effectiveness are noisy and can be biased if some teachers are persistently given students that are harder to teach in ways that administrative data do not measure.”
- Over-reliance on narrow measures of student learning
- Only some subject area teachers

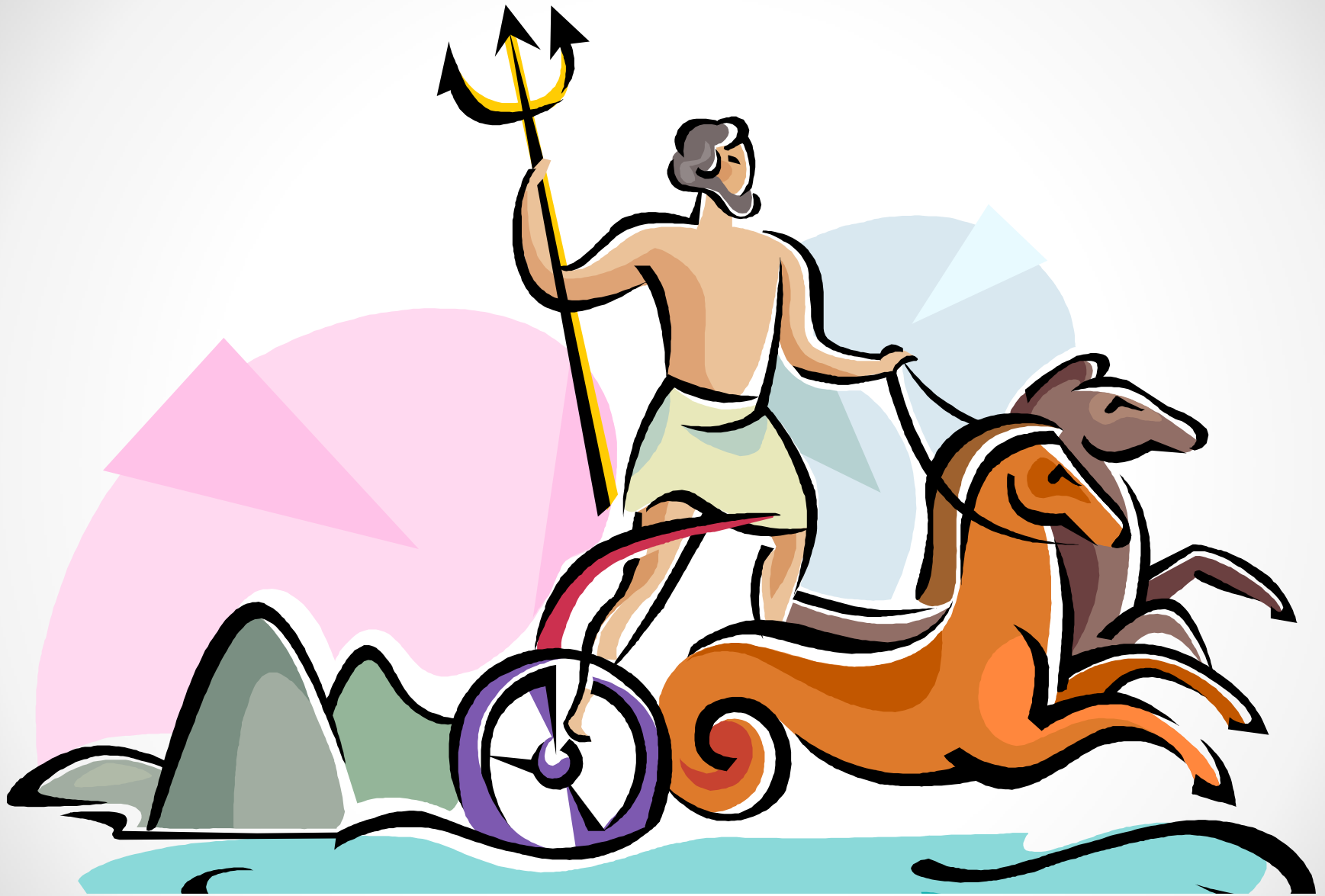


Why Bother?

- National Rhetoric about...
- “Bad” student achievement
- “Bad” teachers?
- “Bad” preparation?

Why Bother?

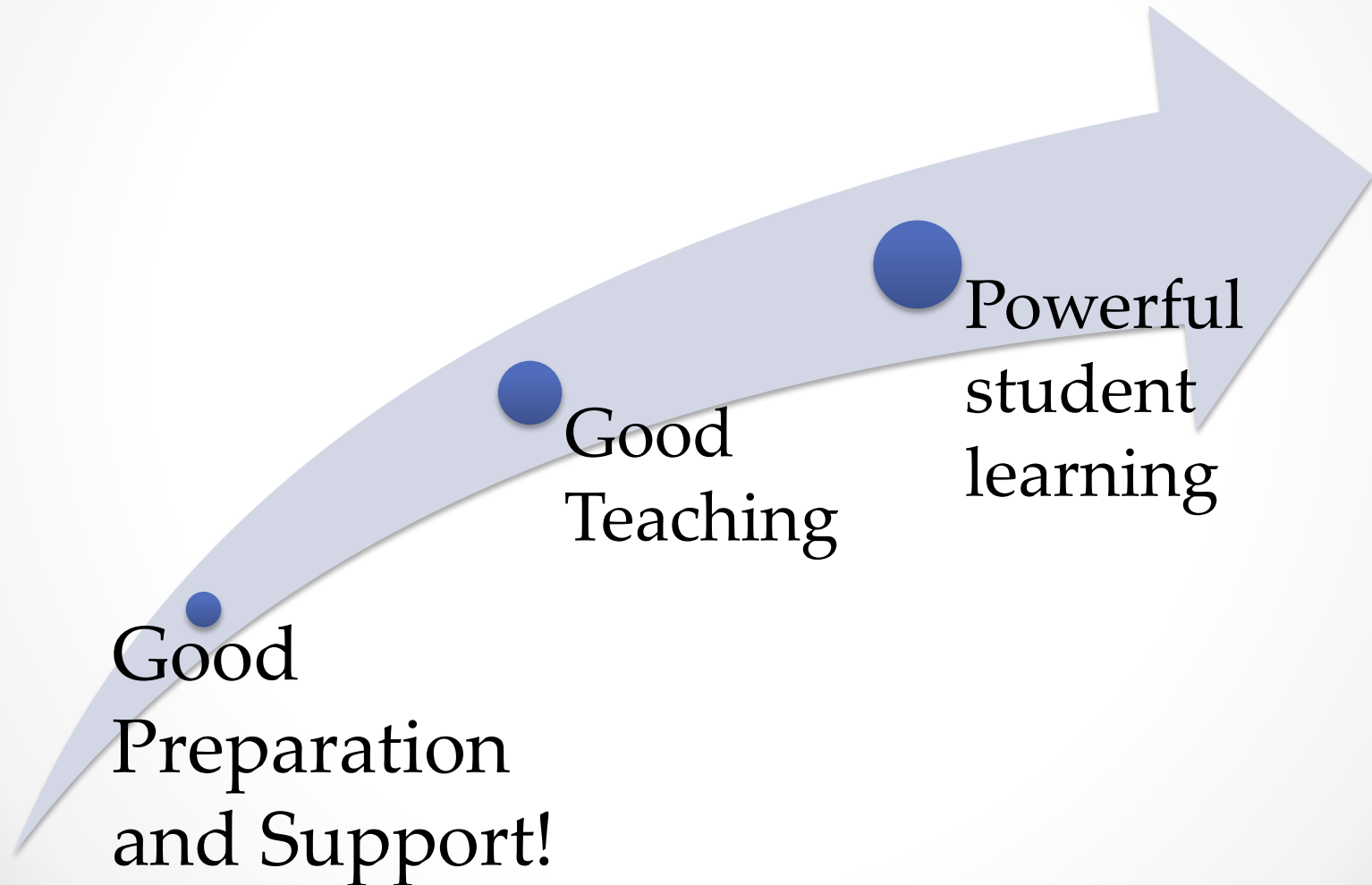
- National Rhetoric about...
- “Bad” student achievement
- “Bad” teachers?
- “Bad” preparation?
- “Bad” induction measures?



Shift the Rhetoric

- “A reliable and valid system of performance assessments based on common standards would provide consistency in gauging teacher effectiveness, help track educational progress, flag areas of need, and anchor a continuum of performance throughout a teaching career.”
(L. Darling-Hammond, 2010)

Shift the Rhetoric



What do we need to consider?

- Do we have the “right” definitions of learning and teaching performance and appropriate measures for now and in the future? Will these stand the test of time?
- How can we gather evidence about the qualities of teaching performance(s) that inspire, engage, and sustain students as learners?
- How do we use this evidence to ASSESS beginners in ways that support continuous professional growth AND make consequential decisions?

Teacher Effectiveness

(Goe, 2009)

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.

Teacher Effectiveness

(Goe, 2009)

- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.

Teacher Effectiveness

(Goe, 2009)

- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

What kind of assessment?

Purpose drives all assessment design decisions – what do we want to USE the assessments for?

- VAM used to determine who is weakest to remove them!
- To what extent do we want/need summative tools? When? For whom?
- What kind of assessment works best for formative use? How to articulate a teacher learning trajectory or progression over the career continuum?

What kind of assessment?

- Connections to Student Learning?
 - Do we want to associate teaching performance assessments with aspects of student learning that go beyond what is easily measured?
 - How might “predictive validity” studies provide evidence that “good” preparation and support make a difference in student learning?



What kind of assessment?

- Context matters
 - One size fits who?
 - Can we use the same measures across grade levels and community contexts? Should we?
 - To what extent should our assessments be discipline specific?
 - Multiple entry points? Interns and alternative certification -- Is everyone held to the same bar? Under what conditions might the expectations or measures vary?

What kind of assessment?

- Roles and responsibilities?
 - Who has the expertise to assess beginning teachers?
 - What are the potential barriers to expert assessment by personnel not usually charged with the task?
 - Who needs additional professional development to do it well?
 - What policies need to change?

What kind of assessment?

- Feasibility?
 - What can we accomplish with tight budgets and few resources?
 - How do we ensure
 - Accurate calibration of assessors?
 - Consistent implementation?
 - Reliable and valid interpretation of results?
 - How can technologies help us be more effective in our assessment processes?



Compliance?





Our Current System...

- Do we have the “right” definitions of learning and teaching performance and appropriate measures for now and in the future?
- How can we gather evidence about the qualities of teaching performance(s) that inspire, engage, and sustain students as learners?
- How do we use this evidence to ASSESS beginners in ways that support continuous professional growth AND make consequential decisions?
- How do we maintain the emphasis on inquiry and continuous improvement and not compliance?

Closing

- Time to change the conversation
 - Quote - Jon Snyder (2001) from *Restoring Balance: A Chronology of the Development and Uses of the CSTP* Teacher Education Quarterly,